

School inspection report

23 to 25 January 2024

Eaton Square Prep School

55–57 Eccleston Square

London

SW1V 1PH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as ‘the Standards’.

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Summary of inspection findings

1. Governors ensure that those with leadership and management responsibilities carry out their roles effectively. Leaders use their good knowledge of pupils to shape curriculum pathways from nursery through to Year 6, ensuring the needs of individuals are well met. This promotes continuity and togetherness through all areas of school life, and helps pupils feel safe and happy.
2. The breadth of the curriculum, which includes engineering, Latin and drama, reflects a school aim to develop the whole child. This, combined with teachers who consistently demonstrate a clear understanding of the aptitudes of individuals and plan lessons carefully, contributes to pupils' good progress. Pupils achieve consistently high attainment and 11+ placements and scholarships in senior schools. However, in some lessons opportunities for pupils to engage actively are more limited.
3. Leaders ensure that pupils' individual educational and pastoral needs are carefully considered. There is a systematic approach to identification of need and provision and as a result, pupils benefit from well-planned teaching strategies and prompt additional support. Pupils with special educational needs and/or disabilities (SEND) make progress at least in line with their peers and appreciate the extensive additional support they receive. Pupils who speak English as an additional language (EAL), receive highly effective, ongoing support to develop their language and speaking skills. This bespoke approach enables pupils who speak EAL to rapidly access the curriculum and make good progress. This thorough approach to identifying and meeting pupils' individual needs is a significant strength of the school.
4. Leaders promote understanding, respect and tolerance between pupils. The well-planned personal, social, health and economic (PSHE) curriculum demonstrates how centrally the staff place pupil wellbeing and is a contributing factor to the successful promotion and motivation for pupils to act responsibly. The curriculum covers personal fitness, mental health and developing personal coping strategies, such as breathing exercises. Relationships between the pupils, as well as with adults are positive, creating a calm and inclusive school environment.
5. The school leadership team, together with a proactive and diligent governing body, ensure the premises and accommodation are maintained effectively. Health and safety checks and maintenance take place regularly.
6. Safeguarding arrangements are effective. Leaders respond to any concerns quickly, thereby ensuring that pupils receive the right support at the right time. This, combined with robust policies and systematic risk assessments, supports pupils' welfare effectively.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that through successful continuation of planned training teachers consistently promote pupils' progress through providing greater opportunities for pupils to engage in their learning.

Section 1: Leadership and management, and governance

7. The school is managed and led effectively. Leaders are ambitious in their provision of a high-quality education and actively promote pupils' wellbeing. Governors, through effective committees, monitor the school's policies and procedures successfully, thereby ensuring that those with leadership responsibilities demonstrate good skills and knowledge, and fulfil their responsibilities effectively.
8. Leaders monitor and review the quality of provision regularly, through lesson observations, book looks and scrutiny of pupil progress data. Staff receive regular feedback and findings are used to improve the quality of provision. As a result, leaders ensure that pupils achieve well and make good progress. Leaders have identified a number of key areas for development, such as providing consistent challenge during lessons, to ensure that pupils' feel supported both academically and emotionally.
9. Robust procedures are in place to identify and minimise risks to pupils, with staff diligently recording incidents. This ensures that any issues are promptly rectified, trends identified, and actions taken. Leaders have established effective links with external agencies and this close liaison is well utilised when leaders believe that expert support would benefit the wellbeing of any pupil. In line with the aims of the school, leaders are proactive in seeking opportunities to further pupils' happiness and confidence. An example of this is leaders developing strong links with the local community, enabling pupils to use a local park which they walk to at break or lunch time.
10. Leaders ensure that all members of the community are respected, and included, promoting equal opportunities for all. Pupils develop an understanding of the similarities and differences between individuals, including gaining cultural awareness through their shared experiences. This includes themed weeks involving cultural celebrations, which are often led by parents.
11. Leaders have created a welcoming, inclusive school culture. They listen carefully to parents and have established effective lines of communication. Staff take concerns seriously at the earliest stage and are quick to resolve any issues, engaging in discussion and keeping accurate records. The school website is kept up to date, and parents are provided with the information they require, including receiving termly reports, weekly newsletters, regular parent consultations and an online learning journey for the children in the early years.
12. Leaders in the early years have the skills they need to deliver an exciting and inspiring experience for the children, fulfilling the requirements of the curriculum. Staff in the early years are encouraged to express opinions to inform decision-making and feel supported in their roles. Teachers throughout the school have weekly departmental meetings, which provide useful opportunities for leaders and staff to share ideas and key messages so that pupils' needs including in the early years can be carefully considered and catered for appropriately.

The extent to which the school meets Standards relating to leadership and management, and governance

13. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

14. Leaders have devised a stimulating and diverse curriculum, with particular emphasis on making cross-curricular links. Great use is made of many opportunities on the school's doorstep, for example, when Year 4 study the Tudors they visit Hampton Court. Teachers encourage pupils to express their individuality and grow in self-confidence, which helps them make progress. For example, in art, drama, and music pupils are encouraged to be creative and think for themselves, which pupils appreciate. This approach is also reflected in the interactive science, technology, engineering, art and mathematics (STEAM) room, which focuses on providing opportunities to effectively promote self-learning. Pupils are articulate and speak with confidence and are able to express their views clearly.
15. Teaching is generally of a high quality, enabling positive pupil engagement. Well-planned lessons provide many opportunities for pupils to gain knowledge and develop skills. However, the quality of teaching varies and this impacts on progress made by pupils in some lessons. As a result, leaders have provided some training for staff to ensure lessons provide greater opportunities for pupils to actively engage in their learning. However, the recent changes are not sufficiently embedded to evaluate the impact on pupils' progress.
16. Leaders have effective oversight regarding the use of assessment data for learning and skills development and analyse this information extensively. Pupils respond to teachers' marking and use it effectively to improve their classwork.
17. Pupils who have SEND benefit from prompt and effective support from capable staff. This support includes the scaffolding of tasks by proficient teachers, with plenty of opportunities for revisiting learning with skilled support staff. Teachers use break out spaces effectively, enabling focused groups to receive personalised support or extension with a positive impact on pupil engagement. Pupils are motivated and take pride in their achievements.
18. Highly trained staff explicitly model language structure and patterns for pupils who speak EAL. Teachers build in thinking and discussion time, adapting lessons to deliver effective support; for example, providing buddy support and some feedback comments written in the pupil's first language. This accelerates pupils' progress by helping integration into school life and promotes their self-confidence.
19. In the early years, staff liaise regularly with parents about their child's development, and children progress well against their early learning goals. Learning is personalised to the individual and careful planning combined with a well-resourced provision ensure high levels of engagement. Children are enthusiastic learners who are supported to challenge themselves and develop critical thinking skills through a range of age-appropriate activities. Teachers plan a range of engaging activities to develop fine motor skills and creativity, such as baking. Children are encouraged to speak confidently in a range of situations using a rich array of vocabulary.
20. Leaders plan the extra-curricular activities programme to provide opportunities for pupils to build core skills while working together, sharing sporting or creative passion, and developing new and fulfilling friendships. Pupils speak positively about the range of extra-curricular activities available to them. Through this programme, for example, in ballet, debating and cookery clubs, pupils develop and build their physical, literacy and numeracy skills.

The extent to which the school meets Standards relating to the quality of education, training and recreation

21. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

22. Staff encourage the school's core values of perseverance, ownership, integrity, service and empathy, aptly remembered by pupils through the acronym 'POISE'. These values are embedded through the curriculum and guide pupils' development into confident individuals with a strong sense of purpose, positive knowledge of themselves and eagerness to benefit the world around them.
23. Staff have developed a physical education (PE) programme that provides pupils with significant opportunities to develop their personal health and wellbeing. It is carefully designed to promote enthusiasm and confidence through sport and physical activity. Although the school has limited on site facilities, the school has regular access to off-site facilities. Pupils clearly enjoy the different opportunities and are keen to celebrate excellence, such as success in swimming. Pupils appreciate the benefits of being and feeling healthy, confident and happy in themselves.
24. Pupils' spiritual and moral understanding is effectively developed through the religious education (RE) and PSHE curriculum, supported by assemblies, and charity work. Pupils are provided with reflection opportunities and guided discussions to explore personal values, which encourages mutual respect.
25. Leaders have carefully considered how to create a tranquil and respectful culture in school through promoting inclusive relationships between pupils. Leaders arrange regular and effective opportunities for pupils to learn about each other's background or read about them through the rich variety of literature they can access in the classroom and recently updated library. As a result, pupils recognise and respect people's differences.
26. Pupils benefit from the school's approach to behaviour management and the consistent implementation of rewards and sanctions. Staff are proactive in identifying and managing poor behaviour, or any isolated incidents of bullying. As a result, pupils behave well in and out of lessons and very few instances of bullying are recorded. The management of any incidents is well supported by detailed records and the care of the staff, who know the pupils well and check on any potential problems. Leaders monitor records closely and have a clear overview of trends in pupils' behaviour.
27. The school has a highly effective health and safety policy, and systematic procedures are in place to implement it. Leaders ensure the premises and accommodation are well maintained, and combined with attractive displays ensure the school environment is conducive for both teaching and learning. Admissions procedures and records of pupils are maintained in line with legal expectations and regulatory requirements.
28. Leaders ensure suitable arrangements are in place for pupils who are ill, have an injury, become unwell or have specific medical needs. All staff receive regular first aid and paediatric training, and records demonstrate that first aid is administered in a timely and competent manner.
29. Pupils are supervised well, including in the early years, where well-trained staff support the children to quickly adapt to the rules of being polite and kind. As a result, children understand how to collaborate and share. Children benefit from trusting and supportive relationships with adults and a sense of calm that permeates the setting.

30. The school listens to the views of individual pupils. Staff place wellbeing at the centre of their practice and encourage pupils to share their worries, for example, through class 'worry eaters'. Pupils state that they feel safe and trust the adults in school and as a result will readily speak with their teachers and other adults if they have any concerns. Pupils are confident that staff would respond quickly.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 31. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

32. The curriculum enables pupils to develop their social and economic understanding. Pupils have a well-developed understanding of the impact of their actions on the environment. They learn about the importance of caring for the planet through the opportunities provided in being an accredited eco-school. Economic understanding is woven through school life, such as in mathematics when calculating change or through PSHE in discussions regarding bank accounts. Leaders enable pupils to support their local community, for example by donating to the local foodbank.
33. Leaders promote principles of rights and responsibilities, helping pupils to understand the importance of considering their actions on others. This is especially promoted through PSHE and is further supported through leadership positions and the school council. Older pupils fully engage with the prefect roles assigned to them and speak of 'wanting to make a difference'. Leaders ensure that children in the early years develop effective social and emotional skills, quickly learning to share, take turns and play happily together.
34. Leaders' planning actively promotes positive values, such as that of respect for others, including those with protected characteristics. Leaders and teachers ensure that everyone's culture is treated with tolerance and respect. Teachers model the values that they expect, and appreciate the contributions made by all pupils. Displays across the school, which include aspects of fundamental British values, develop pupils' understanding of such values and behaviours. Pupils are actively encouraged to share information about their own diverse cultures in 'Mini Masters' assemblies, or through whole school events, such as International Week, where pupils made posters depicting their cultural heritage. Pupils speak confidently about the multicultural nature of their school and the need for tolerance and respect for beliefs, cultures and religions different to their own.
35. Leaders provide a range of opportunities, which enable pupils to develop an understanding of and respect for democracy and the democratic process, such as the school council elections. Pupils are aware that the council serves as the voice for the entire pupil body and actively work to bring about positive change and are proud of some of their results. For example, they have been successful at lobbying for the school to do more for recycling, including making cushions out of recycled uniform.
36. Careers advice is effective. It involves some visiting speakers, including parents through the 'Eaton Cares Series'. These sessions promote learning about the skills and attributes required for different careers. Year 5 attend a careers fair where they enjoy taking on a career for the day. This helps the older pupils to consider various options available to them in terms of subject choices at the next stage of their education. The school effectively supports senior pupils for the admission process to the next stage of their education.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 37. All the relevant Standards are met.**

Safeguarding

38. Leaders are fully aware that incidents could happen in their school and ensure the safeguarding policy reflects the latest guidance and is overseen methodically by the governing body, which has an effective understanding of its safeguarding monitoring role. Leaders undertake regular training and fulfil their roles proficiently. Governors complete a thorough annual review of safeguarding, thus ensuring senior leaders effectively implement the agreed policy and are appropriately supported.
39. Those with designated safeguarding lead (DSL) responsibilities receive appropriate training. They demonstrate highly effective skills, knowledge and understanding of their roles and are well informed about child protection procedures. Leaders work very closely with the school staff and have a positive open relationship with external agencies, consulting and working effectively with children's services, or consulting the designated local authority officer in a timely manner.
40. Leaders ensure that safeguarding has a prominent profile in the school and that all staff receive regular and effective training. Staff have a secure understanding of what to do and how to report a concern. Staff are extremely proactive in sharing their concerns and use the internal digital system to record and communicate appropriate information. Records are detailed, well maintained and monitored by DSLs for any concerning trends.
41. Leaders ensure that age-appropriate teaching through the PSHE curriculum and specialist computing lessons, equips all pupils with the skills and knowledge to stay safe online. Suitable filtering and monitoring systems are in place for pupil protection purposes, which are monitored by the DSL.
42. A robust system is in place for both the recruitment process and monitoring of the single central record of appointments by leaders including governors. Rigorous safer-recruitment procedures are well understood and accurately followed, ensuring that all required checks are carried out before a person commences work at the school.

The extent to which the school meets Standards relating to safeguarding

- 43. All the relevant Standards are met.**

School details

School	Eaton Square Prep School
Department for Education number	213/6370
Address	Eaton Square Prep School 55–57 Eccleston Square London SW1V 1PH
Phone number	0207 225 3131
Email address	registrar@eatonsquareschools.com
Website	eatonsquareschools.com
Proprietor	Dukes Education
Chair	Mr Aatif Hassan
Headteacher	Mrs Trish Watt
Age range	2 to 11
Number of pupils	256
Date of previous inspection	6 to 7 November 2019

Information about the school

44. Eaton Square Prep School is an independent co-educational day school situated in Belgravia, central London. The school is part of Dukes Education, which is owned by a proprietor who is supported by a board of advisory governors. Since the previous inspection an additional Nursery School has opened in Pimlico for children aged 2 to 4 years.
45. There are 85 children in the early years comprising five Nursery classes, split over two sites and two Reception classes.
46. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
47. English is an additional language for 43 pupils.
48. The school states its aims are to offer a well-balanced education, placing an emphasis on developing the whole child. It strives to foster a love of learning, and to ensure that children strive for academic, artistic and sporting excellence. It seeks to encourage children to be happy and confident in themselves and ready for the next step in their journey.

Inspection details

Inspection dates

23 to 25 January 2024

49. A team of three inspectors visited the school for two and a half days.

50. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

51. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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